



## Minnie Hughes Elementary

8548 Willtown Road  
Yonges Island, SC 29449

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	166 Students	
<b>Principal</b>	Marguerite S. Middleton	843-889-2976
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Good	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

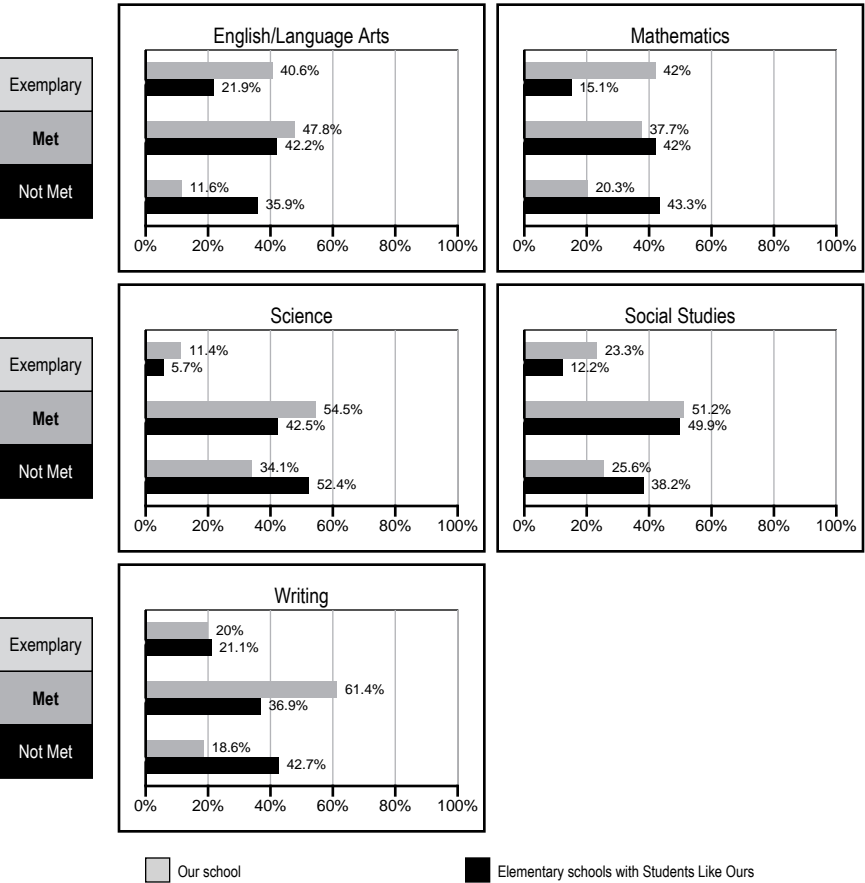
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

# School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=166)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 2.9%	2.4%	1.9%
Attendance rate	96.8%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	4.1%	Down from 5.5%	3.1%	10.0%
With disabilities other than speech	2.3%	Down from 6.7%	7.5%	7.7%
Older than usual for grade	0.8%	No Change	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	75.0%	Up from 61.5%	57.1%	59.4%
Continuing contract teachers	75.0%	Down from 76.9%	71.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	No Change	81.7%	85.9%
Teacher attendance rate	96.3%	Down from 97.2%	95.2%	95.1%
Average teacher salary*	\$46,786	Down 0.8%	\$45,790	\$47,149
Professional development days/teacher	15.0 days	Up from 11.3 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 16.1 to 1	16.7 to 1	18.8 to 1
Prime instructional time	93.0%	Down from 93.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,947	Up 8.7%	\$8,668	\$7,458
Percent of expenditures for instruction**	59.3%	Down from 60.3%	68.3%	68.8%
Percent of expenditures for teacher salaries**	54.8%	Up from 48.1%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This school report card represents the joint effort of our School Improvement Council and faculty. We are excited to present it, because it gives us another venue for sharing with the community our successes and challenges.

We are proud to report that our test scores for year ten of PACT have revealed continuous gains. Both English Language Arts and Mathematics scores in grades 3, 4, and 5 have revealed progressive movement of students from Below Basic to Basic, Proficient and/or Advanced. This progress is largely attributed to the implementation in grades K-5 of best instructional practices across the curriculum, increased time for math and science instruction, and continuous emphasis on staff development. Because we are located at least 30 miles from Charleston, distance is a factor which presents a challenge for us in attracting and retaining young and talented teachers.

Parent, staff, and student surveys reveal overall satisfactory ratings by all populations served. As we plan for continued student progress, we continue to expect even greater gains. In addition to effective instructional delivery, we will emphasize active parental involvement and effective student management. We continue to ask and expect parents to read to and with their children daily, check homework daily, and maintain open lines of communication with the school via visits, conferences, e-mail, etc.

We know that all students can learn and many can learn at high levels. We are also positive that Minnie Hughes Elementary School will provide the challenging and rigorous curriculum necessary to ensure the success of all students. Call us to join our progressive team of students, staff, and parents.

Marguerite S. Middleton, Principal

Doc Matthews, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	26	26
Percent satisfied with learning environment	100.0%	100.0%	96.2%
Percent satisfied with social and physical environment	100.0%	80.8%	92.3%
Percent satisfied with school-home relations	80.0%	88.5%	92.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	75	100	11.6	47.8	40.6	95.7	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	28	100	4	60	36	96	81.8	79.3	N/A	N/A
Female	47	100	15.9	40.9	43.2	95.5	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	70	100	12.5	48.4	39.1	95.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	65	100	13.3	53.3	33.3	95	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	75	100	20.3	37.7	42	81.2	81	78.9	Yes	Yes
<b>Gender</b>										
Male	28	100	16	40	44	84	79.3	77	N/A	N/A
Female	47	100	22.7	36.4	40.9	79.5	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	70	100	21.9	37.5	40.6	79.7	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	65	100	23.3	40	36.7	78.3	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	47	100	34.1	54.5	11.4	65.9	68.9	67.5
Gender								
Male	17	100	37.5	43.8	18.8	62.5	68.2	67
Female	30	100	32.1	60.7	7.1	67.9	69.6	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	46	100	34.9	53.5	11.6	65.1	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	41	100	35.9	53.8	10.3	64.1	50.2	55.1

Social Studies

All Students	48	100	25.6	51.2	23.3	74.4	76.8	72.3
Gender								
Male	19	100	31.3	56.3	12.5	68.8	75.3	71.5
Female	29	100	22.2	48.1	29.6	77.8	78.4	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	43	100	26.3	55.3	18.4	73.7	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	41	100	29.7	54.1	16.2	70.3	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	73	100	18.6	61.4	20	81.4	74.1	70.2	96.8	96
Gender										
Male	27	100	23.1	65.4	11.5	76.9	67.8	63.2	96.5	95.9
Female	46	100	15.9	59.1	25	84.1	80.6	77.5	97.1	96.1
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	90.4	79.1	95.4	95.9
African American	68	100	18.5	63.1	18.5	81.5	59.2	57.6	96.9	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	29.6	26.1	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	64	100	21	66.1	12.9	79	59.1	58.9	96.7	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	28	100	3.8	38.5	57.7	96.2
	4	20	100	22.2	44.4	33.3	77.8
	5	27	100	12	60	28	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	28	100	11.5	23.1	65.4	88.5
	4	20	100	11.1	44.4	44.4	88.9
	5	27	100	36	48	16	64
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	14	100	35.7	35.7	28.6	64.3
	4	20	100	38.9	55.6	5.6	61.1
	5	13	100	N/AV	N/AV	N/AV	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	14	100	16.7	41.7	41.7	83.3
	4	20	100	27.8	66.7	5.6	72.2
	5	14	100	30.8	38.5	30.8	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	27	100	11.5	57.7	30.8	88.5
	4	19	100	27.8	61.1	11.1	72.2
	5	27	100	19.2	65.4	15.4	80.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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